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The Gradeless Era in High School

Journal of EDUCATION

BOSTON, MASS.
Vol. CXI, No. 18

May 5, 1930

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorial

Barnard and Hall of Fame

EDUCATORS are sadly lacking in the Hall of Fame. There seem to be only five names placed there because of their educational distinction: Horace Mann, Mark Hopkins, Mary Lyon, Emma Willard, and Alice Freeman Palmer. Three of the five are women.

For the first time there is a disposition to urge the recognition of Henry Barnard—one of America's most distinguished educational scholars.

Barnard's famous "American Journal of Education," into which he put more masterful scholastic and literary effort for thirty years than was given to education by anyone else in those years, and in the publication of which he jeopardized his inherited fortune, would justify his recognition in the Hall of Fame.

He was the first United States Commissioner of Education, was twice Commissioner of Education of Connecticut, and was eminent as the Commissioner of Education of Rhode Island. He was president of the State University of Wisconsin, and was brilliantly devoted to American education from 1837, when Horace Mann became secretary of the Massachusetts State Board of Education, until 1900.

Garwood of Harrisburg

SUPERINTENDENT C. H. GARWOOD of Harrisburg, Pennsylvania, is demonstrating the notable leadership of city superintendents to which the Journal of Education is giving special attention.

Harrisburg has had a thoroughly scientific study of one important problem of school conditions for recent years.

The city superintendents are demonstrating rare wisdom in dealing with one problem at a time and confining their study to a few recent years.

The study has been made by one of the regular

staff, who has shown devotion to the problem in hand and skill in dealing with all conditions involved in the study.

The present study in Harrisburg seeks to learn the facts about under-age, over-age, and normal-age pupils, then to learn the elements that promote the best conditions in individual schools, and those elements which have failed to meet modern needs.

There has been steady improvement in most schools in the reduction of over-age pupils. The financial saving is worthwhile, but the greatest benefit is in having a child feel that he is not an exception disadvantageously.

In one school in Harrisburg the over-age pupils were reduced 7 per cent. and in another 21 per cent.

It has been clearly established that the extent of reduction of over-age to normal children is the result of better teaching, closer supervision and a more definite outlined course of study.

H. S. Fuller of "School"

HENRY S. FULLER, founder of "School," New York City, forty-one years ago, and its editor for thirty-five years, died at St. Petersburg, Florida, April 24, aged seventy-eight.

Mr. Fuller had had charge of the school news on the staff of the New York Tribune for ten years, and Dr. Maxwell had just begun his ten years of heroic service as superintendent of Brooklyn when "School" was launched.

Mr. Fuller and "School" immediately championed the financial and professional interests of public school teachers. Dr. William T. Harris became United States Commissioner of Education that year, and professional education was budding in New York University. It was a time that stirred the blood of a man like Henry S. Fuller, and he rendered noble service in every way.

Few, now in the game, can realize what was required from 1889 to 1898 to make Maxwell of Brooklyn accepted as superintendent of New York. Henry S. Fuller had an important part in that achievement.

University of Virginia receives $1,793,781 the past year. A Montana alumnus gives $350,000. A banker in Richmond gives $300,000.

University of California

THE University of California at Los Angeles is the eleventh university in the United States in size and importance.

It has dedicated a college plant of rare beauty and highest efficiency in as lovely a campus as there is in the New World. It has 387 acres, every square foot of which is the height of perfection, scenically and usefully.

There is an enrollment of 5,500 students of college rank, and a faculty of three hundred members with modern attainments, under the leadership of Dr. E. C. Moore, an inspiration scholastically and professionally.

North Dakota Issue

THE North Dakota State Board of Administration has decided with emphasis that the State Teachers College will continue to develop four-year courses and prepare for all the different teaching positions in the state.

As everywhere the State Teachers Colleges will be the chief training institutions for elementary and rural schools.

The four-year courses are a necessity, primarily for the preparation of the talent for elementary and rural teachers.

To refuse the four-year course is to condemn the elementary and rural schools to weaklings, or at least to unambitious talent.

Everything that any one does today professionally and industrially must count for something beyond.

The pensioning of teachers is justified chiefly because it gets a higher class of talent in the profession.

A much higher quality of personal ability will enter a State Teachers College than will enter a State Normal School, because salary increases and professional promotion require scholastic credits.

No young woman can get a position of any kind in any department store if she is not up-to-the-minute in cleanliness, poise, and dress. It is of no avail for her to say that she knows the psychology of salesmanship unless she has the approach that is required by the purchasing public.

Famous Brooklyn School

PUBLIC School 80, Brooklyn, John J. Loftus, president of New York Principals' Association, principal, is the only elementary school with more than 5,000 children registered that has been for ten years a child centred school with a course of study based entirely on Major Objectives of Education for Democracy.

Mr. Loftus has organized his course of study so completely, definitely and clearly that the thousands of pupils are known to function democratically in school and out, in the family and community.

It is no holiday affair for the teachers, the parents or children, but it does make manly men and womanly women to whom life is worth living.

The New Hampshire Problem

CONNECTICUT saved its noble spirit of progress by the choice of Dr. E. W. Butterfield to succeed Dr. Albert B. Meredith, who passes over to his successor one of the best progressive education systems in the United States. The great university, all other colleges and universities are a unit in the support of the notable progressive education recently created by Dr. Meredith. The Governor is heartily supporting the spirit of progress, and there is no trace of discord anywhere.

New Hampshire has a real problem to make the place of Dr. Butterfield good. His experience, poise, and personality have been of inestimable value to his state, and the solution of its present problems will have far-reaching effect.

Dr. Blair's Record

DR. FRANCIS G. BLAIR'S achievement as state superintendent of Illinois has high significance.

In Dr. Blair's administration practically every child in the ten thousand five hundred one-room schools of Illinois has been provided with *abundant light* and *heat, pure air, good water, clean toilet conditions* by 1925.

In no other state have as many one-room schools had these five conditions created by 1925.

This is as great a physical, mental and moral achievement as has ever been wrought by any educator in America's history.

Four thousand, five hundred—one-half of all the one-room schools—have new buildings, new equipment, completely modern in every respect for the promotion of *safety, health,* and *efficiency* for *teaching* and *study*. These 4,500 new buildings are all of the standard pattern established by Carbys Zimmerman, state architect in 1906-12.

This universal and uniform mass production has been inaugurated and achieved in the state administration of Francis G. Blair. There has been no equal attainment so complete and extensive by any other state.

But as great as has been the improvement in the physical equipment of the one-room schools of Illinois during this period it has been surpassed in importance by another contribution made by his office to the daily program and method of instruction and study in these ten thousand one-teacher schools. U. J. Hoffman, appointed by Superintendent Blair as rural school supervisor in 1907, has worked out a plan for individual study and individual instruction for pupils in the upper grades of these several schools which has worked a veritable revolution in those schools where teachers have sufficient preparation to put the plan into practice. This Illinois plan of study for rural schools has been commended by schools and colleges of education throughout the country.

Dr. Blair's official career has been in political jeopardy several times, and he has the record of state elective officials in escaping flood-tide and undertow.

In no other state have national partisanship, inter-state political jealousies and professional factions had as intense rivalry as in Illinois in the quarter of a century that Dr. Blair has maintained leadership.

Dr. Blair's personality has been as conspicuous as has his administrative achievement. One demonstration characterizes many emergencies in the quarter of a century.

On November 9, 1929, Dr. Blair was scheduled for the evening address at the Grand Junction section meeting of the Colorado State Association. On November 8 he had been on the Pueblo program of the State Association.

He was scheduled to speak at Lincoln, Illinois, at 11 a.m. on November 11. This was an honor engagement rather than financial. He must meet this engagement, and there was no train connection from Grand Junction that could make this possible.

Luck was with him, however. The first airplane passenger service from Pueblo to Kansas City was to leave Pueblo at 8.20 a.m. November 10. He had never been in an airplane, had never cared for the experience. But at the close of his evening address in Grand Junction he caught the fast train from Grand Junction to Pueblo, and at 8.30 the next morning Dr. Blair was the only passenger on the first passenger trip from Pueblo to Kansas City, and at 3.35 p.m. he was on the Chicago and Alton train for Illinois, and on November 11 was meeting his engagement, thirty-six hours from the time he was speaking on the western border of Colorado, thanks to the first passenger trip of the airplane service from Pueblo.

Aside from his matchless administrative state education achievements and his remarkable personality, Dr. Blair's literary and platform service place him on the front rank among professional scholars.

The Lynn Survey

SUPERINTENDENT HARVEY S. GRUVER of Lynn pays a fine tribute to Dr. George D. Strayer and the other Columbia surveyors for the service rendered his city and school system. It is not always that the one surveyed appreciates the work of surveyors whose recommendations cannot all be followed. The detailed account of the survey as Mr. Gruver gave it to the Massachusetts schoolmasters was as creditable to the city as to the surveyors.

Belding's Page

DREADFUL SURVEYS

TEACHERS in a certain community have put themselves in a bad light by trying to persuade citizens to oppose a survey of the local schools by experts.

The natural feeling of the parents is that if the schools are what they ought to be the teachers have nothing to fear from an inquiry into the facts.

The teachers, on the other hand, may fear that the examiners will be lacking in judgment and become rash disturbers of the peace.

The chances are that a survey of school conditions will turn out to be valuable. The outside viewpoint is sure to discover both good and bad features which have gone unnoticed. When a state of doubt arises in the public mind about the schools, it is well to have the situation investigated, that the body of citizens may have something tangible as a basis for their opinions.

Allowances may have to be made for errors of a somewhat hasty observation and for false impressions obtained in some instances. The usefulness of a survey is apt to be in its main conclusions rather than its minor details.

Teachers should put up an appearance of welcoming an impartial inspection of their work, whether they are inwardly pleased or not. Otherwise they create a prejudice against themselves in the public mind.

FIVE PLACES AT ONCE

IN CLEVELAND the other day an African explorer lectured in five schools at once, and illustrated his lecture with motion pictures, also in five schools.

Synchronized radio and motion pictures made this possible, in an experiment sponsored by Dr. R. G. Jones, superintendent.

The lecturer who had the distinction of conveying his message in this unprecedented fashion was Carveth Wells, who talked on "Coldest Africa."

The lecture was delivered in the auditorium of one of the high schools, and transmitted by telephone to the assembly rooms of the other four schools included in the experiment. Five copies of the film were operated simultaneously in the five auditoriums. Mechanical details had been worked out so that the results were highly satisfactory.

This test represents a step beyond the radio hookup of all rooms in a single building, which is rapidly becoming common equipment in new structures of the larger cities. But all these arrangements are characteristic of an age which seeks to utilize to the fullest extent the economies of mass production—an age which, for the first time in history, has the facilities needful to such operations.

QUAKING PRISONS

A SUCCESSION of prison revolts in recent months rather strongly suggests that the administration of our penal institutions has not attained a very high standard of success.

The reforms which the late Thomas Mott Osborne so ardently championed—the effort to develop the hidden virtues of prisoners by trusting them—have doubtless left some enduring results in the penal system as a whole. But in a great many cases there has been a reaction against such methods as Osborne employed and preached. There always have been and are today a great many wardens of the hard-boiled variety. Their spirit is punitive rather than educational.

The proper handling of convicted prisoners is one of the unsolved problems of our time. It has been an unsolved problem of other times also. But today we are more conscious of it.

One of the greatest difficulties is to secure the right type of person for warden. Most of the men really qualified to undertake such a post are not attracted to it.

A greater challenge, even, than that of setting our prisons in order, is that of rendering public education so potent and so effective that prisons shall become superfluous. This challenge is not to formal education alone, but to society as a whole, and to all its agencies for promoting civilization.

YOUTHS AS CIVIC ASSETS

HOW well does your city or your village succeed in holding its young people?

Constant migration in search of economic opportunity is a phenomenon of American life. Young men continue to "go west." They also go east and south and north and to the uttermost parts of the globe if need be. The unification of the United States has doubtless been advanced by the mobility of the population—mobility of job seekers and mobilility of tourists.

From the standpoint of the home, and from that of the local community, there is every reason to wish that children, as they grow to maturity, shall be able to find suitable employment near at hand.

There are cities under 10,000 which do a better job holding their young folks than most cities over 100,000 do. In the smaller centre a service club is likely to interest itself in this matter, and when it does—intelligently—the city gains an enviable reputation as a place that cherishes its boys and girls. Civic pride is sure to flourish in a place of that sort.

Anson W. Belding

Associate Editor.

Are Semi-Annual Promotions Desirable?

A Symposium

[*Continued from April 7 and 28 Issues*]

By GILMAN H. CAMPBELL
Principal, North Easton, Mass.

IN CONNECTION with your recent symposium dealing with the problem of semi-annual promotions, this brief statement of our experience may be to the point.

In 1912 Easton, Massachusetts, under the leadership of Superintendent Philip Cox, adopted a plan calling for three instead of two promotions per year. The reasons for this experiment were really twofold: primarily, it represented one of the earliest attempts to grapple effectively with the problem of individual differences, and at the same time it saved money for the town by cutting down the retardation through the grades and accelerating the progress of the more gifted pupils. This financial gain was somewhat affected by the fact that in a small school system of not over twelve hundred total school population most of the grade schools did not have pupils enough to maintain the three sections per grade which the plan would require for efficient operation. This fact, together with the extra confusion caused by three organizations each year, led first to cutting the promotions to two each year. Then the senior high school found increasing difficulty in dealing with the number of sections required while maintaining a membership of around 175 pupils. Accordingly semi-annual promotions were retained through grades I-VIII (including the two years organized as a junior high school) but pupils entering grade IX at mid years were absorbed into an annual promotion plan in the four-year senior high and received diplomas either after three-and-one-half or four-and-one-half years in that school. This rather unsatisfactory compromise has remained in force from 1914 to the present, while the high school has increased its membership to approximately 300 pupils. Of course, many of the objections are obvious, but two of these are particularly outstanding. In the grades, the increase in the number of sections frequently forces an organization calling for two grades in the same room. In the senior high school, the difficulty is largely psychological. Parents of pupils who enter the senior high school in February feel that their children are normal ninth grade members and should graduate with "their class." Of course a large percentage of these pupils who are attempting to do four years' work in three-and-a-half years find it impossible to make the grade, and this leads to dissatisfaction at home and discouragement of the pupil. These factors in turn cause a large number of withdrawals of pupils who are usually good normal boys and girls who could have completed a four-year high school course in four years, but who are absolutely unable to do this work in the shorter time. These problems have become so acute that Superintendent Mann and myself have recommended a discontinuance of semi-annual promotions. The school committee considered the evidence carefully, and voted unanimously to adopt our recommendations. One year has been given to make the necessary readjustments and to give parents ample warning that the future program would be carried out on an annual basis.

After February, 1931, Easton leaves the ranks of the eleven Massachusetts towns and cities which still retain some form of regular promotion more frequently than once a year. We are thoroughly convinced that individual attention to specially gifted pupils as well as to those below normal ability will meet the need of our small community better than the general plan of speeding up the promotion schedule.

By U. G. WHEELER
Superintendent, Newton, Mass.

SEMI-ANNUAL promotions marked the beginning of an effort to reduce the costly and inexcusable waste of retardation. This movement was proclaimed with such apparent irrefutable logic that it was accepted as an infallible panacea for the salvation of the slow pupil and the inspiration of the bright pupil. It soon became as popular as the most widely advertised patent medicine and, in my judgment, about as efficacious. It seemed to be based on sound theory, but my observation and experience convince me that there is often, too often, a wide difference between theory and practice, or results.

All are agreed that retardation is a serious and tragic indictment of mass education. To a certain extent it has been accepted as inevitable if promotion standards are to be maintained. While many surveys have been made to determine the extent of retardation, too little attention has been given to its cause. Semi-annual promotions, homogeneous grouping, and other variable forms of organization have been advocated as promising remedial agencies for reducing or eliminating retardation, and certain school systems have proudly proclaimed a two per cent. decrease. Under traditional procedure that is no doubt a worthy achievement. Drugs have long been used to relieve pain and physical ailments, but modern medicine is more concerned to discover and remove the cause. Semi-annual promotions in no

way touch the cause of retardation, even though they may in a few cases curtail the amount of repetition and accelerate some of the brighter pupils, but I doubt if this fully compensates for the general loss resulting from too frequent reorganizations of school systems.

Our standards of promotion are largely based on the probable or possible accomplishment of average or more capable pupils. Those unable to meet these standardized requirements fail of promotion. Under these circumstances retardation is inevitable and will continue with little diminution regardless of organization or frequency of promotions.

Progressive schools, so-called, are the subject of ridicule by traditional educators. I maintain no brief for such schools, but it is only fair to admit that they are at least trying to adapt instruction to the varying abilities of pupils. Forward looking traditional schools are beginning to realize that insistence upon lock-step progress inevitably yields a high rate of retardation. Semi-annual promotions were invented, not to prevent such retardation, but to reduce the period of servitude for good behavior.

A pupil should not be placed on the retarded list merely because he cannot keep pace with a brighter pupil, but only when he fails to keep pace with his own possible rate of progress. He should advance regularly, year by year, just so long as he is reasonably successful in doing the work suited to his ability. I hold it to be criminal on the part of a teacher or anyone else to punish a failure to achieve the impossible. Such failure should be charged against the school instead of the pupil.

The ideal in education will never be achieved merely by means of quarterly, semi-annual, or yearly promotions, but we may hope to approximate a reasonable ideal if, and when, success is measured by the ratio of individual achievement to individual ability.

[This Symposium Will be Continued. An Expression of Your Viewpoint Will be Appreciated.]

New York Challenges

By WILLIAM H. ALLEN
Director, Institute of Public Service

A NOVEL account of stewardship has recently been published by Superintendent William J. O'Shea of New York. It is entitled "Progress of the Public Schools 1924-1929." Although the system has over a million pupils and spends $200,000,000 this year the five-year summary is but 168 pages, plus several illustrations. As it follows the fifth year and preceded the re-election of the reporter it is one of the best indexes to what New York school leaders think of their handiwork.

Dr. O'Shea does not call it a challenge; in fact, there is nothing of the challenger about him. Yet this document is in fact a challenge to other superintendents. Which of them can show equal or better results from five years as leader? Dr. O'Shea makes it clear that he is speaking for his force and community and not for himself alone, but by our American way of allotting credit he is fairly entitled to credit for whatever has happened under his leadership either because of or in spite of it. It is an interesting story and challenge, and will suggest to school trustees the advantage of reports which show distance covered as well as details covered.

The challenge referred to in the title is that by the high spots reported to the Co-operative and Constructive School Survey by members of the system in 1924, and by Dr. O'Shea and President Ryan to the public a few weeks ago in 1930. Of the survey reports by outsiders and insiders Dr. O'Shea's summary says that many of the recommendations were adopted while the survey was in progress, that others were adopted later and that all were studied more by more higher school officials than any other survey he knows of. He did not specify the steps taken because of the survey, for he was summarizing the system's advances on all fronts in five years. Many of the steps he mentions, however, were included in studies by Dean E. A. Fitzpatrick of Marquette University, E. C. Hartwell of Buffalo, Paul C. Stetson of Dayton, A. N. Farmer, formerly of Evanston, but recently in business, S. A. Courtis of Detroit and the University of Michigan, Payson Smith of Massachusetts, L. P. Benezet of Manchester, N. H., L. R. Alderman of the United States Bureau of Education, etc.

While the use made of survey facts is of itself a challenge, the clearest challenge is in the lists of high spots printed in the survey report. These high spots came in as follows: First each school made out its list. Then district lists were compiled. Finally all-city lists were compiled. The high school high spots take from page 123 to 259. It is doubtful if anywhere there is an equal statement of what a modern high school does well. Besides answers to questions sent out by the High School Teachers Association, as copied in the report, there are school composites and a summary by Dr. John L. Tildsley, whose recent criticism of his sys-

(Continued on Page 509)

The Gradeless Era in High School

By W. O. FORMAN

Principal, Lafayette Junior High School, Uniontown, Pa.

THE history of education shows a succession of eras in which certain phases of education were predominant. Changes have been gradual. Few critics could tell what the future would hold in store. It may be an idle fancy which predicts that the future will see a school system devoid of pupil marks or ratings. But tendencies seem to point out that education has definitely entered a markless or "gradeless" age.

Tradition may have its virtues as well as its vices. Human nature seems to have formed an alliance with tradition to perpetuate both virtue and vices. But progress requires that the vices be omitted. To this end, progress demands that grades, or marks, one of tradition's legacies and vices, be stricken from the program of education, and a new motivating force be substituted.

Where did marks come from in the beginning? Quite likely they originated in the dark ages of a remote past when he was chosen chief who had the most notches on his war club. Through various stages of civilization, marks have come down to us in the present diluted form. The use of marks in the colleges was a sign of higher education or distinction, and quite naturally filtered down through all the grades of the educational process.

Marks are subjective measures which conform to the laws of chance. It is therefore a fifty-fifty proposition whatever marks may be given. Some schools have grown so scientific in their wonderful accuracy that out of every class only so many 1's or A's may be given, no matter what the size of the class is or how selective the group may be. If these wise teachers only knew their laws of chance better, namely, that the laws operate when very large numbers are considered, less tragic ignorance would be displayed. What kind of a gambler's game is this process of education anyway? The race track, the prize fight, and the ball game have long attracted the sporting element. Hist, lest the sporting blood hear of this new field of opportunity!

Marks are but arbitrary standards, no matter whether we base our results on standardized achievement or any other form of measurement. Such yard sticks as marks do standardize pupils and disregard the major part of the great field of individual difference. Scholastic grades as applied in the educational system of America today were declared to be merely a substitute for the dunce cap by Dr. Fred R. Rodgers of New York City, in addressing 5,000 Utah educators in session at Salt Lake City. "Colleges," he said, "worshiped marks," but he added that an A.B. degree merely indicated that a student had agreed with his professors during the four years at school. "Grades are a disgrace to scientific education and must be done away with. The highest grades go to the student who is the best 'ape,' to the one who can best imitate his teachers."[1]

Giving marks is a most vicious practice because it allows—in fact, encourages—a student who could get A's or 1's to get by with C's or 3's. A few students can be stimulated to get 1's for 1's sake. To the *few* students who seek for educational popularity, the glorified passing grade of A may be a motivating force.

Very often a student's final grade is said to be his *average* grade. There is no such thing as an average grade any more than there is such a person as an imaginary average student. If the average grade so beautifully conceived by those slaves of figures is an index of a pupil's ability, then the average of all the symptoms and conditions, past and present, is the average or degree of health or sickness possessed by the patient; the degree of crime is the average of all the social and anti-social acts committed by the individual, etc.

Grades are artificial stimulation which furnish fear motivation while it lasts. The result is artificial education, a veneer which soon disappears when life situations are encountered. How long, oh youth, must you continue to build your life career on an artificial foundation?

Substituting a ranking system for marks or per cents. is only a step in the right direction. The valid claim made by those who have substituted a ranking system is that the system is a little more honest in estimating the grade. Why not go all the way in this direction and eliminate all the marks? The cry of the academic college for marks only concerns a small percentage of students. Success at the secondary level can be determined by other devices already known to the high school.

Teaching is a profession which obligates the teacher to rightfully prepare pupils for life's situations. This is the only just standard by which to measure passing. The teacher must know the reason why a pupil is "failing" before "failure" occurs, and she must apply the remedy in time. Teaching is more than presenting lessons. If teaching fails to diagnose the trouble which causes so-called *failure* and fails to find the remedy, it is not teaching. The sooner teaching is lifted to the place where it belongs, the quicker will the school discharge its rightful obligations to society and the

1. Journal of Education, November 11, 1929, p. 419.

quicker will students receive the rightful heritage which has been paid for by a deserving public.

If the day is coming when marks will not be given, what, then, shall we put in their place? There is an answer to this fair question. It is the same kind of an answer which the world would give. Constantly the working world or the social world is asking: "What can you do?" If you can do something, the world has but one answer, which is its approval or disapproval.

In the junior high school approval may be given in the form of *creative credit*. In one school[2] a *creative credit* plan has been worked out. It is believed that ability to use knowledge is far more important than merely to possess knowledge, and that a doing situation is a learning situation. Marks have not been abolished and will not be until the present generation is ready to use the new plan exclusively. But a *beginning* has been made. Already the extra-curricular activity program in Lafayette, which numbers 120 activities using twenty-three school periods of the week, does not use marks in any way.

Creative credit is the answer, when marks have been eliminated. The club and assembly program, band, orchestra, etc., have clearly pointed out that the age without marks has already begun. Creative credit has been defined as: One credit will be given to any pupil who creates anything which shows:—

(a) Original effort on the part of the student.

(b) Use of knowledge gained inside or outside of school.

(c) Work done inside or outside of school or both.

Whatever value knowledge may have, it is the use which can be made of this knowledge which is profitable. In this use there will develop habits, attitudes, and skills which are desirable.

Creative credit has come in to make our schools the democratic institutions they should be. The boy who can "shine" only in shop must *feel* that his contribution is just as great as the honor student in Latin. In place of the fifteen units of the traditional high school, required for graduation, ask the student to complete, say, 100 creative credits with some of those credits in prescribed fields of English, science, etc. If it takes some students five years, all well and good; if others complete their credits in three years, so much the better.

Let the high school be a true democracy if our nation is to continue, a democracy where *every* individual may find satisfactions in seeing the fruit of his labor and genius recognized and encouraged. Let creative credit come in to emancipate our traditionalized program of studies. Give youth the right to life lived to its fullest; liberty to develop his aptitude; and the pursuit of happiness enriched by work well done.

2. Lafayette Junior High, Uniontown, Pa.

Our Pan-American Neighbors

IT HAS been obvious for some years that American dollars have been going overseas into various forms of foreign investment, and that one particularly heavy drift of these dollars has been southward. At various times, in fact, it has been estimated that American investments in Central and South America might actually run as high as three or four billion dollars.

Now comes the World Peace Foundation, with the first authoritative and detailed report to be made upon the question; and the total of American investments south of the Rio Grande is seen to stand, not as three or four billion dollars, but well above five and nearer six. We can form some idea of what this means—this huge investment of American money in oil fields, coffee crops, and sugar-cane plantations—when we realize that there is enough capital represented here to build the Panama Canal twenty-four times over.

Our relations with the nations on the continent of South America teeter in a curious fashion between lively interest and complete indifference.

On one side is the steady growth of our investments and of our foreign trade with these Latin-American neighbors, a factor which in itself amounts to nearly two billion dollars annually.

On the other side is our complete ignorance of everything about the people of Latin-America except the apparent fact that most of them speak Spanish, some of them wear sombreros, and all of them like bull fights. There is not a single author, a single statesman, or a single journalist in all South America whose name is popularly known in the United States today. Yet South America has a robust literature, many able statesmen, many able statesmen who are also picturesque, and an enterprising and intelligently managed press which makes it its business to know what we are thinking and doing and planning in the United States.

How long we can remain an important factor in Latin-American finance and commerce without bothering to learn anything about Latin American people remains to be seen. Certainly our position would be more secure if our attitude were less provincial.—World's Work, March, 1930.

A Growing Educational Plant

By ELEANOR MOSELY

Boston

BUILDING an educational plant around a unit that is a training school for teachers is the process which is in order at the Boston University School of Education under the direction of Dean Arthur H. Wilde and President Daniel L. Marsh. The new alliances which have been formed by the college during the past year have added, as their latest development, a co-operative plan for training in home-making.

As long ago as 1925 a degree course was arranged at the B. U. School for advanced training of nurses. Engaged in their practical courses at the Massachusetts Homeopathic Hospital, student nurses were able to study academically at the School of Education, and secure their college degrees.

More recently developments of a degree course in physical education for men have been completed. Through the gift of the Sargent School of Physical Education and the purchase by the University of the famous Sargent Camps at Peterboro, N.H., a similar course is under way for women.

In Springfield last summer, the second session of the Connecticut Valley Summer School for teachers practically doubled its enrollment over that of the preceding season, when the school was started. In answer to the many requests from teachers in the western part of the state, a week-end college is meeting with decided success this winter in Springfield.

The great movement of scouting, which is so closely related to education, received a fresh impetus last September with the appointment to the faculty of Major Montague Mawe, personal representative of Chief Scout Sir Robert Baden-Powell of England. Co-operation with the Ruggles Street Nursery School has resulted in a recognition of specialized work done by its students, and a paving of the way for additional college study which shall give them a university background.

At Providence, R. I., teachers are reaping the benefits of supervised training under accredited leaders by a unified plan of extension courses offered with mutual credit by the Boston University College and the Rhode Island State Teachers College. The Harvard-Boston University extension system, a co-operative series of courses sponsored in connection with the Harvard Graduate School of Education, has been in operation for eight years under the direction of Professor John J. Mahoney and Miss Ethel M. Kimball. This year with a total of 1,320 students, and twenty-three courses, it reached a maximum record of service.

The new outlook for teachers who want to specialize in this chosen field, yet hesitate because of the qualifying factors involved, is brighter than it ever has been. Here the prospective nursery school teacher can find what she has been seeking. She has a chance to fit herself for her phase of educational work, and at the same time may secure a general academic background of culture that is demanded today of each successful educator. To be "in the world, yet not of it" is a state which is no longer tolerated in any social circle.

Realizing this rapidly increasing tendency in modern life to emphasize behaviours, Dean Wilde and his staff have anticipated the change almost before it was apparent. One of the most popular academic courses in the college this term is a new one, entitled "Examining Our Prejudices." The director, Professor Mahoney, declares that "the significance of the course lies in the fact that it calls attention to the importance of developing those wholesome group attitudes that are so much needed today if the American people are to live together well."

As far as can be discovered, this course is the only one of its kind that has been included in a college curriculum in the East. It is a direct outgrowth of the unique gathering which took place at Harvard University this winter, and was known as the Calvert Round Table. Here Protestant, Catholic, and Hebrew came together for frank discussion of their varying prejudices. As a result of this enlightening experience students at the Boston University College requested a course which would continue for them the solving of problems which was begun at the Calvert Round Table. It is an experiment, but one that is promising to become a permanent and vital part of any college curriculum.

Pioneering in the field of education even as its mother university has been a leader of the line, the B. U. School of Education is quietly laying the foundation of an educational system that will prove to be an ideal one for the coming generation. The very nature of life today demands some such solution for the training of leaders. They must have practical knowledge, augmented by a background that shall be socially constructive. No wonder that with 3,000 students on its rolls, the Boston University School of Education is forced to close its doors to hundreds of would-be students!

They Say

FRANK DAVID BOYNTON, superintendent, Ithaca, N.Y.:—

"There is no calling or profession, save that of parenthood, which offers such opportunities for service as does teaching. Past the teacher's desk the unending stream of youth must go—the authors, statesmen, bankers, business and professional men and women, those who are to build or wreck empires—and as they pass give the teacher his opportunity to touch Destiny."

JEANETTE DUTCHESS:—

"The innocent little country girl knows more about the beguilements and temptations of the city today, even before she crosses its threshold, than her city sister knew twenty years ago."

JOHN DEWEY:—

"The significance of interest is what it leads to."

F. A. MERRICK, president, Westinghouse Electric and Manufacturing Company:—

"If there were no machines today there would be no art, literature, science, leisure or comfort for anyone without slavery."

WILL ROGERS:—

"Henry Ford has given us the biggest problem we have today, and that is, Where am I going to park it?"

MRS. BORAH:—

"The trouble with Mr. Borah is that he works too hard. He has fairly worn himself out. He takes his pleasures sadly."

THOMAS G. MASARYK:—

"I have never met an Englishman who spoke disloyally of his country."

KATHLEEN NORRIS:—

"Companionate marriage is a silly, yeasty, empty idea that seems to be penetrating American schools."

DEAN INGE:—

"Our mastery of applied science does not make us wiser or better than our fathers."

NICHOLAS MURRAY BUTLER:—

"Parity is the latest form of verbal narcotic to be widely used."

JOHN W. VANDERCOOK:—

"A Central African would be dazed by the rare courage of the New Yorker who flings himself hourly into the full stream of Broadway traffic with no nobler purpose than attaining the opposite curb."

CALVIN COOLIDGE:—

"No utterance is quite so easy as criticism."

FANNIE HURST:—

"I'm not happy when I'm writing, but I'm more unhappy when I'm not."

HEYWOOD BROUN:—

"The machine has brought us all together. When our Constitution was framed we had a stage coach nation. The gap between election day and the President's accession to office was established largely to give him time to make the journey to Washington. . . . Distance has died."

LOUIS L. EMMERSON, Governor of Illinois:—

"Some of our present historians are too prone to tear to shreds the mantle of greatness with which we have shrouded the heroes of our early history. Better by far that their faults be forgotten and their virtues emblazoned in the skies.

"The story of the glorious deeds and the unselfish service of the tattered volunteers of Washington and Lincoln should ever be impressed on the minds of our school children, inspiring them to the same love of country and of liberty that carried our fathers through the days of the revolution and rebellion."

JOHN ERSKINE, university professor and novelist:—

"America is the only country left where we teach languages so that no pupil can speak them. It is the only country where you cannot tell by the way a college graduate speaks and writes whether he is educated or not."

GLENN FRANK:—

"It has been easier to tell our students about the motionless past that we can learn once for all than to join with them in trying to understand the moving present that must be studied afresh each morning."

HENRY FORD:—

"Men fought before there were battleships or guns. The only way to end war is to teach the fellows who profit by it that they can profit more in some other way."

EARL W. ANDERSON:—

"One cannot scatter seeds of discontent, dissension, or inefficiency along his professional path, without encountering the burs of such sowing at inconvenient times."

JOHN D. ROCKEFELLER:—

"Taking the conceit out of one is a good thing, and golf does that."

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

348. How can I break down the self-satisfaction of my middle-aged teachers? (New York.)

I hope you are not hanging all your self-satisfaction difficulties on your teachers of middle-age. That would be sad. There is abundance of self-satisfaction in the youthful growth, and old age seems to be no guarantee of its absence either. Perhaps your question suggests that you know how to handle it on both ends of your teaching corps, and that you just are a bit puzzled about this middle group. I'll proceed on that basis.

Try sending them to visit schools. Send them to superior teachers, superior in the points in which they are weak. There is nothing like the power of example. Make it easy for them to take courses, and show them how to connect such work with their classroom procedure. Give them problems to work out for you which will utilize the results of such courses. Demonstration work by your supervisor, or other teachers, helps.

Putting them on a curriculum committee and then making them responsible for the try-out sometimes does it. A new reading system or a new set of texts which necessitates living with the author's directions frequently wakes up the self-satisfied.

349. What do you think of the plan of giving extra money for length of service? (Oregon.)

If we could find some way of measuring growth acquired by length of service I certainly would say yes at once. We should give extra salary for length of service, but I don't see any way that can be done yet.

While a young teacher is getting her early experience usually from five to twelve years, most places pay her an increase every year for what they call successful service. It really is a demonstration of her capacity and desire for professional growth. At the end of that time she reaches the maximum salary, and there she stays, unless there is a supermaximum which she can reach by further study.

Some places have considered a plan by which they could add a certain sum, say a hundred dollars, for every ten years in service. In times past that may have been a belated recognition of all that was owed to the teacher, or deferred salary. That plan is not sound professionally, of course.

Now, as to growth, I wonder how much years have to do with it, and which years those are? Is a man worth much more at fifty than at forty, and so much more at sixty, and so on? At once you say it is a matter of experience and a matter of individual possibilities. Some people grow down with years. Then others grow very rapidly. "Give me one crowded hour of life rather than twenty years of empty living."

I am afraid that after a certain time length of service is not a very safe gage of efficiency.

350. What are the chief objections to using portable schoolhouses? (Massachusetts.)

When one class is kept in them all the time the children lose some of the spirit and movement of the whole building. The teacher loses it, too. They are a group apart. They are usually ugly. There is great need of improving their appearances inside and out.

351. How can you stop petty thieving in a high school? (Florida.)

Making it a project for student government is one of the best ways to attack it.

352. Should the school department handle such clinics as the diphtheria immunization and Schicking? (Ohio.)

In some places this work is handled by the Public Health department, and in others by the school department. There is a third possibility of a joint responsibility of both which seems to work well. If the school department does handle such clinics, they need the indorsement and support of the Board of Health. Public health officers have told me that such clinics are more successful when handled by the schools, and that is easy to understand.

In the schools the organization is all set up, every child, every home, every parent can be reached in an hour. The parents are used to granting consent to the schools for many things. They are used to coming to the schools. To the child the school is home. The teacher is his big friend. Nothing can happen to him there. He has no fear. And so all new projects in which the children are involved if headed up through the school system are usually more successful. The school atmosphere, the absence of fear, the confidence of pupils and parents, the care of teachers and the organized mechanism are all there. You have only one new idea to sell, the project itself.

If school doctors and nurses, and board of health doctors and nurses can work the thing together in the schools it is often the best solution. You build up public acquaintance and confidence in both departments, and the work is lightened through sharing.

Teaching as the Greatest Teacher Taught

By ARTHUR C. BOYDEN, L.H.D., Ed. D.
Principal, Normal School, Bridgewater, Mass.

(*Fifth Article*)

FOURTH PRINCIPLE OF TEACHING

TEACHING BY ANALOGY — PARABLES

ORIENTAL teachers loved to use parables, proverbs, metaphors, similes, and allegories. Jesus' sayings abound in these figures of speech in the finest form because they have a spiritual meaning. The great truths could more easily be put into the concrete form of word pictures which were adapted to all ages and people.

The parables of Jesus were pictures meant to arrest attention, remain in the memory, and awaken inquiry. "He who hath ears to hear, let him hear" was a challenge to his hearers; they would listen to the story and then go away and talk about it. This form of teaching became a test to all classes.

How to Study Parables.—We must note three features. 1. The Background. The first question to be asked is—what suggested the parable? 2. The Word Picture. The incidents were drawn from the common experiences of life, and were elaborated sufficiently to give a clear picture as a setting for the truth to be taught. 3. The Central Thought. This was usually summed up in a single sentence, oftentimes in an epigram. While all the details were essential to complete the picture, they were subordinate to the main thought.

Groups of Parables.—There are at least six of these groups, determined by the circumstances and purpose of their delivery. The first group deals with constructive truths regarding the Kingdom of Heaven as a spiritual kingdom, the new idea which he was trying to impress on his disciples. Only the first two of this group are here used as types.

CASE VIII. THE PARABLE OF THE SOWER

Matt. 13:1-23.

The Crowds Gather.—Immense crowds had been attracted from the whole region to the shore of the Sea of Galilee to hear this wonderful teacher. The boat became the pulpit from which the crowd received their first direct instruction regarding the new kingdom which he was establishing in their midst. He grips their attention with the word "Behold," as he points to the fields.

Sowing Seed.—We must first visualize the different items in the picture. There is the fertile plain of Gennesaret with its rich lava loam resting on the outcropping limestone rocks. In the same field will be found very rich soil and bare rocky patches. Over the prepared ground a sower goes forth, carrying a bag of grain tied to his shoulder and round his waist. From this bag he scatters the seed over the field. "No fences separate the different fields, the division being the eye line between tall stones erected as landmarks." The paths between the fields are so narrow that every sower will naturally cast some seed on them. An extraordinary number of crows and rock pigeons are waiting to descend from the hillsides and quickly devour every seed on the well-trodden paths. The warm shallow soil, barely covering the limestone ledges, receives the seed, which quickly sprouts. The hot sun parches the little blades, because the roots lack the moisture of the deeper soil. Some seeds fall in the soil that is full of last year's crop of thistle seeds; these soon outdistance the grain and choke it out. Finally we see the ripe grain growing on the deep loam, producing crops according to the richness of the soil.

A Progressive Parable.—The story in a few words covered the growth of a whole season. It was prophetic and would be recalled many times in the days to come. It was a matchless piece of description, not a superfluous word in it. It was perfectly clear that the difference in crops depended on the variation in the soil. He challenges their thought by his cry, "He that hath ears to hear, let him listen."

Application.—This parable seemed very strange to the disciples; doubtless they discussed it carefully before they came to him for the explanation. Note the first question they asked (Matt. 13: 10). Note how clearly he told them that he was revealing the "mysteries" or deeper things in the plan of his new spiritual kingdom. He taught them very distinctly that these mysteries could be understood by those who were spiritually minded, while to those who were looking for a material kingdom the words would have no meaning. Again he challenges by the epigram.

The details of the analogy show that every part of the picture had a bearing on the central thought. The Kingdom of Heaven was internal, not external—seeds of truth sown in human hearts. All of it was good seed. Note the central truth—the unequal growth of God's truth is due to the difference in the minds and hearts of those who hear it. Note also the specific analogies:—

(a) The thoroughly perverse, who are irresponsive.
(b) Those with good impulses, who lack persistence.
(c) Those absorbed by ambitions or pleasures, who lack fruitfulness (no fruit to perfection).

(Continued on Page 508)

Scenically Supreme.

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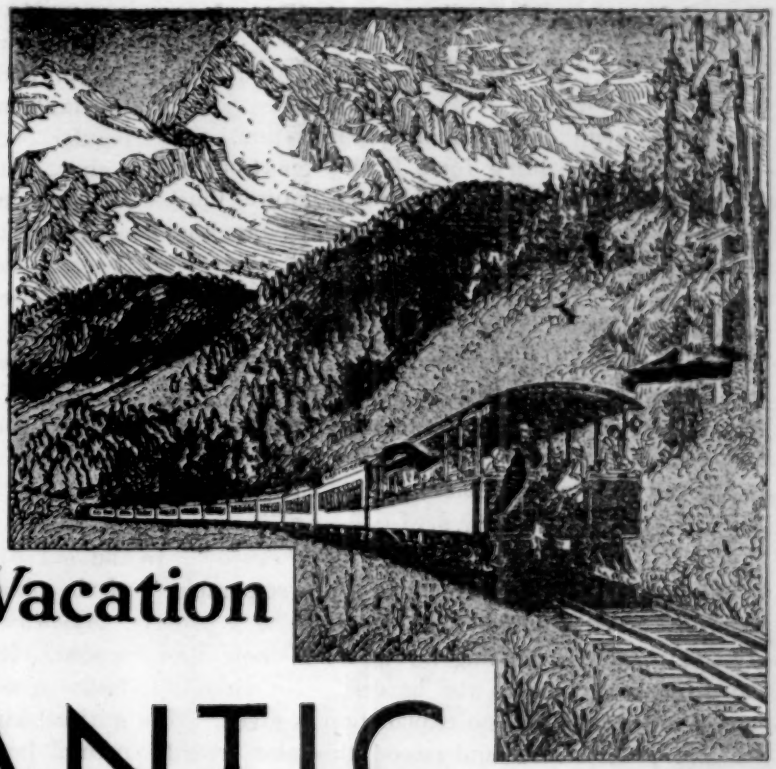

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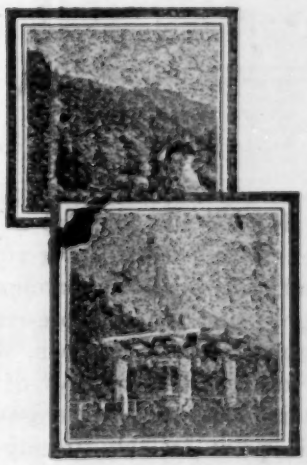

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Teaching as the Greatest Teacher Taught

(Continued from Page 506)

(d) Those with open minds, appreciation, and patience, who bring forth fruit proportionally.

This is an exact picture of human nature, illustrated on every side, then and now. Note how clearly he stated the causes of failure or success in each case.

A Masterpiece.—This parable is recognized as an artistic piece of teaching, with its matchless word pictures, its marvelous clearness, and profound impressiveness. Jesus taught truths that the Greek philosophers called "Universals," applicable to all ages and peoples.

CASE IX. THE GROWING SEED
Mark 4:26-29.

This is a natural supplement to the first parable, and is recorded only by Mark. It is also a progressive parable, extending through the whole season from seed time to the harvest. No circumstances are stated, and no explanation is given. If the first parable was understood this also would be clear to them. In this case the attention is focused on the good seed planted in good ground.

Five Scenes.—These can easily be selected; they are very concise, but vivid and realistic. Note the interesting expressions which represent the faith of the sower in the secret invisible energy of the seed, and his patience in waiting for the harvest. The point of the parable centres on the life process of the growing seed. The husbandman has prepared the soil and cast the seed upon the ground; he has full faith in the laws of growth and goes about his regular occupations knowing that the seed works without him, "he knoweth not how"; the soil, moisture, and germ of life do their part in the development of the seed into a plant, the rootlets are sent down and the little stem is pushed up toward the light; the blade appears above the ground up into the bright sunlight, it develops into the stalk with its leaves, opens its flower buds, perfects its flowers, forms its seeds in the ear, and finally ripens the grain; the mysterious process is now ready for the reaper who knows just when to put in the sickle and begin the harvest. Here is the natural world at work under the laws of God, and out of this analogy comes an understanding of the philosophy of all life.

Application.—No explanation of the parable was needed. It pictured an experience in the soul of Jesus—a supreme confidence in the growth of the spiritual kingdom which he was founding. As the natural laws of his Father were working in the grain field, so the laws of the spirit would work in the souls of men. The visible results might be slow in appearing, but he had no doubt of the ultimate success of his kingdom. This simple story has been an inspiration to every sower of the seed. "The kingdom is not built—it grows." "The seeds of truth grow secretly and automatically."

A Trip Through Ceylon

(Part One)

By L. H. PUTNEY*

I HAVE just finished a six-hundred-mile drive through Ceylon over roads as fine as those in California or North Carolina, or any of our forty-eight states. At the present moment I am on the staunch little S. S. Irwin, which serves as a ferry to connect the railways of Ceylon with those of India. The distance across the Gulf of Mannar at this point is only twenty-two miles, and it is covered by the Irwin in two hours. The crossing is called Adam's Bridge. According to the Muslems Father Adam descended from Paradise by way of Adam's Peak, a rocky eminence in central Ceylon, on which one may still see the rough outline of a gigantic foot-print, and then crossed over to the mainland by this very route. Although this Muslem tradition dates back many centuries—Marco Polo actually climbed Adam's Peak to take a look at the foot-print—the Buddhists dispute it, and say that the print was made by Buddha when he ascended to heaven. After you have made the climb, aided by iron spikes and chains, you are sure that both groups are just a lot of liars.

Ceylon is called the "Pearl of the Orient," because of its pear-shape. Its area is about that of New Hampshire, Vermont, and Massachusetts combined, or a little less than that of South Carolina. It extends from 5°55′ to 9°50′ N. Lat., a distance of approximately 270 miles; in other words, its north and south position is much the same as that of Mindanao in the Philippine Archipelago. In its widest part the distance across the island is 140 miles. Everything considered, it is the most tropical land I have ever visited. Its 750 miles of coast consist of one almost continuous sandy beach. A more delightful one is hard to imagine, for in all this distance there is a fringe of tall cocoanut palms which are ever waving their graceful heads in unison with the gentle breezes that are wafted across the sea in whatever direction you go.

The northern half of the island, and the maritime section as well, is a low coastal plain covered with a dense jungle, except where it has been cleared for the growing of cocoanuts and rubber.

*Foreign Representative, Little, Brown & Co.

This jungle is filled with wild beasts—elephants, leopards, crocodiles, and monkeys. How numerous are snakes may be judged by the fact that guests in the hotel at Anuradhapura are warned not to walk about the grounds after nightfall. South central Ceylon is mountainous; in fact, the drive from Hambantota on the south coast to Nuwara Eliya (pronounced *new-ra-li-a*) is one of the most beautiful I have ever made. All told, the highlands of Ceylon can count over 150 peaks with an elevation in excess of 3,000 feet, twelve of them rising to above 7,000 feet, and one, Mount Pidurutelagala, actually reaching 8,292 feet. The little valleys enclosed by these mountains are filled with rice paddies, much as is the case in Japan.

In 1921 Ceylon had a population of about four and a half millions. Two-thirds of these people were *Sinhalese*. This word means natives of *Sinhala*, the old Sanskrit name of the island. Most of the others were black, curly-haired, flat-nosed Tamils from southern India, popularly supposed to be descendants of the ancient Dravidians who were forced south when the Aryan-speaking Hindus invaded the peninsula. There were about 8,000 Europeans, principally Englishmen, and some 29,000 *Burghers* or Eurasians, in whose veins flow Dutch or Portuguese blood, a mute reminder of former political controls. Although nearly all the Asiatics have dirty habits in comparison with those of white people, the Tamils are far in advance of their kinsmen on the mainland. Squalid as one of their villages here appears, it would be a veritable paradise when placed alongside even the largest cities of India. The one redeeming feature of native life is the fondness the inhabitants show for bathing, and the ease with which it may be indulged in practically everywhere.

(*To be continued*)

New York Challenges

(*Continued from Page 500*)

tem's leadership was nationally published and discussed. Of the report on their schools the high school principals wrote, through a committee headed by Dr. J. Herbert Low of Erasmus High, that they wished the high spots issued to every teacher for the "notable possibilities latent," "numerous constructive suggestions," "impetus to improvement in work, in attitude, in aspiration and co-operative interest."

The elementary school high spots take twenty-eight pages. They led the reviewing committee to urge that they be printed for distribution, and that exhibit rooms be provided every district for showing comparative high spots. They even suggested "intercity exhibits, intercity rivalry and intercity co-operation." The reviewing committee was headed by District Superintendent Arthur C. Perry.

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Good Will Day

By LUCIA AMES MEAD

Boston

GOVERNOR ALLEN'S recommendation for an observance of Good Will Day, May 18, ought to lead to a study of the historic background of this observance. This day, which commemorates the opening of the First Hague Conference, marks the germ of world organization. For seventy years previous, Channing, Elihu Burritt, Charles Sumner, Cobden, Victor Hugo, and other men of vision had worked for international federation and a court of nations. The first actual official step was in August, 1898, when the Czar's minister startled the twenty-six governments that had ambassadors at St. Petersburg by sending them a rescript inviting them to meet to consider reduction of armaments. Later, the subject of arbitration was added. Most of these governments were skeptical, but some leaders saw in it a great hope. In England, the noted publicist, William T. Stead, established a centre in London, sent out a weekly paper, "War Against War," and sent speakers all over England for months to create interest in the coming conference to open on the Czar's birthday, May 18, 1899. He sent the brilliant and devoted young Scotchman, Ramsay Macdonald, to strengthen the interest in America. Regular Monday noon meetings in Tremont Temple, Boston, followed, addressed by Edward Everett Hale and other noted speakers.

The Conference was held in the great hall of the Queen's little palace at The Hague, where the delegates labored for three months in secret session wrestling in vain over the problem of armaments for which they had no preparation. At one time the German delegates balked and disruption threatened. But Andrew D. White, our great ambassador, sent an envoy to Berlin, who showed the skeptical Chancellor and Minister of Foreign Affairs the great mass of messages that were pouring in from the United States, hoping for success of the Conference. Here was a cabled petition from thirty-one Baptist clergymen in Oregon; here was a prayer written by the Bishop of Texas for his people to offer every Sunday through the conference; others were similar. Germany cared for American opinion, so the Kaiser removed objections, and the work went on. Out of it came the Permanent Court of Arbitration, proposed by the British. Each member nation was to appoint four eminent jurists forming a panel of judges; when a case was called each side would select two of these, and the four select a fifth. Mediation was provided for a neutral power when two others threatened war; hitherto this would have been considered an impertinence. But when shortly afterwards, the Russian fleet fired on some English fishing vessels, mistaking them for Japanese, during the Russo-Japanese war, and all England was white-hot with rage and calling for vengeance, the settlement was quietly made by France's offering to mediate. The fleet was recalled, five admirals in Paris listened to the case, and recommended the Russians to pay specific damages to the widows and orphans. This Russia was glad to do and escape an outbreak with England. The Russo-Japanese war, by President Roosevelt's mediation, ended in the conference at Portsmouth. President Roosevelt also carried the first case to the new Court of Arbitration, and other nations presently followed. The outcome of this first conference in the world of so many nations was, aside from those mentioned, that Mr. Carnegie erected the Peace Palace at The Hague for courts and conferences, and that our government took the initiative in getting the Czar to call the Second Conference in 1907. Had the proposals of our Secretary of State, Elihu Root, been then accepted and lived up to, war in 1914 would have almost certainly been prevented. He wanted a small Court of Justice to be added to the Court of Arbitration, which should meet regularly and nations pledged to use it. The difficulty in finding a way to select judges so as to satisfy the little nations prevented success.

After the tragedy of the World War Mr. Root in helping to establish the World Court satisfied all powers, great and small, by having the fifteen judges of the new Court nominated by the panel of judges of the Court of Arbitration of 1899. Forty-two of the signatories to the Court statute have now pledged themselves to send all legal disputes to this court. 30,000,000 suffered death, wounds or starvation in the World War because organization of the world had advanced so slowly. The United States spent fifty-one thousand million dollars because of its participation for eighteen months in this war which did not end war nor make the world safe for democracy. The watchword for Good Will day should be "Organize the World." The forty-eight states which send all interstate disputes to our Supreme Court, and have never had a war between one state and another state, despite gross crime within each state, with their system of federation and inter-state free trade have shown the way to a united world.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Mantle of True Greatness

The evening wears its stars so gently, no vulgar showing, no display, just nobleness and majesty, in which the bright things, bright with all the lustre of a million mighty suns, serve but to dignify the whole. The evening wears its stars so gently.

And the fields of June wear flowers so gently, too. Where dandelions flicker in soft, golden flame, and daisies spread white gladness on the hills and all the valley ways are rich with buttercups, there is no vulgar showing. The fields wear their flowers with such gentleness.

The wide air wears its songs of birds so gently, too. How sweetly sound the clear bells of the hermit thrush at the first star-distant, magnificent, the little singer hidden behind a million leaves, but his rich spirit reaching out and out in melody. Out of the spirit springs such mastery of sound. The wide air wears its song of bird with so much gentleness.

And the green woods mantling the hillside wears its trees with such gentleness. Huge pines rooted in the crevices of rocks,—staunch limbed for masts of ships or beams upholding the floors on which men walk—strength in its gentleness and beauty flowering about its massive heads. No one resents the bigness of the trees, instead one glories in their greatness. So does gentleness throw over mastery the robe of love. The woods bear their trees with such gentleness.

In all these beautiful and majestic things of God there is no vulgar showing off and no vaunting of one's self, and yet the star lives perfectly to the rhythm of its inner self, and the flower has no other thought but that of telling its own story gloriously, according to its powers, and the woods gather and transform strength. One spirit, lending to another's needs; and the air is content to tell the story of the birds, a rich highway for the wings of beauty and an eager courier for its far-flung call—all these majestic forces toil on in humbleness, well knowing with a knowledge not of earth that to live well one must live true to the noble things within, and in so living, one must express, as far as flower or woods or air, resplendent beauty, for what is star or flower or wood or air but an instrument of the service of a greater force?

That Which the Light Reveals —I

Not long ago I sat where I could see a wonderful stained glass window. In the lower left hand corner a gorgeous red tulip lifted its head, leaning as though in love towards a majestic central figure of an angel about whose brow was a glory of golden radiance. The very tips of the tulip petals were touched by sunlight while the rest lay in a soft shadow. The whole scene was very beautiful and very inspiring, but the sunlit tips of the tulip petals carried to my mind a wonder and a beauty beyond anything the window, as a whole, expressed. As I gazed at those glowing petal tips this thought came to me: "Am I not, right now, beholding the expression of a mighty truth? Is not right here, before my very eyes, being presented to everyone in the church a revelation of the Almighy? Imagine these same tulip tips tonight when blackness has settled over the earth. Will they have about them, then, the glory that transforms them now? Imagine on the other hand, this wonderful, revealing light of a sun shining tomorrow on the same spot from which the glass tulip has been unleaded and removed. In either case the beauty and the mystery will be gone. Just why will it be gone? Because, without the revealing light the tulip has no means of making itself known, and without the tulip the light has nothing to reveal."

(To Be Continued.)

That Which the Light Reveals —II

As one studies this wonderful combination, amazement grows and with it a dim understanding of an infinite purpose which has set the revealing light coursing through the endless reaches of space, searching, seeking, in the darkness and the cold and the utter blankness, for something about which to flame as though with infinite love. And here and there, in the unending void of darkness, it finds something to be revealed; a ragged stone, or a whirling sea-investured earth; a swaying reed beside a lake or the long sweep of a comet's tail; a tulip, lifting its scarlet cup beside a garden seat, or a flaming sun, rayed with vast golden petals for a million miles of space. And here and there—something more majestic, more tremendous, more awe-inspiring, more precious than a million tulips or a thousand suns—the uplifted face of a little child.

Little child, somewhere in cold space, with your warm, loving heart and happy, wonderful hands, and out-looking eyes and inward looking mind, what shall the revealing light of the Father find to reveal when at a later time it comes to you, like the sunlight to the tulip in the church window, lifting you up for a space for infinite eyes to see; how shall your spirit shine in the revealing light; what glory shall you bring out of darkness to the Master's seeing? Will you be beautiful and sweet with all your sun-tipped petals leaning in love towards God, or will the earth, out of which you have risen, dim your radiance, and the breath of the earth beat you down and wind-whip the glory of your scarlet wings?

Beautiful Words

Each morning as I pass through City Square on my way to school, I look for a large, black sign that holds up so that all must see two golden words. The words are: "Morning Glories." I suppose the words stand for an organization of some kind. If they do I sincerely hope the members are as bright and beautiful and cheery as the sign that stands for them.

To me, however, the sign means something else. It is the only beautiful bit of suggestion in the whole square. Man must look above that sign to the moving clouds to discover any other inspiring thing. True, there are signboards; hideous things, on which men clutch each other by the throats, or women flee from pursuing villains; gaping mouths advertising toothpaste, and an old broken-down picture of a mill that grinds an eternal grist of dirty wheat. As though in relief for all these afflictions, there on the dingy brick wall gleams a golden talisman. Morning glories come singing across to us bearing a breath of dawn, a whisper of the rising sun, a cool passing of a perfume-laden breeze; a chiming of sweet spiritual bells as morning glories caught in memory on many a lovely and not forgotten trellis; swing suddenly into song, Morning Glories! Have you seen them housing an old brown bee who swings for an instant under them like a clapper of figured iron; have you seen them gossiping over an old broken gate, their heads together and bees murmuring in their throats; have you ever seen a golden butterfly standing on the rim of one, slowly moving its wings up and down? To one who has seen such things what happy greetings come across the square from the old, black sign upon the dingy wall!

It might not be a bad idea at all for some progressive city to put up a sign at some busy spot with "Morning Glories" on it, or "Whispering Pines," or "Wind Upon Long Grasses," or "Seaward-Going Clouds," or in a desert place, "Wisps of Blue-slanting Rain."

I do not know, I am sure, whether such a sign would be helpful or not, but I do know that "Morning Glories" high on the dingy wall in City Square has been an inspiration and a joy to me.

Life's Surprises

Life surprises! Indeed it does. It amazes. The trouble is, we are here in a world that is so vital and so full of wonders that even the most astounding things grow to be commonplace. Can anyone imagine anything more marvelous than the fact that we are here, alive, conscious, happy, awake, upon a little ball scarce eight thousand miles across, which whirls somehow through emptiness in a true course around a great, hot, central sun? Where did we come from across those millions of miles of emptiness that surround us? If there was just one pathway to the nearest star, we would say and be satisfied: "Of course! Our ancestors came across that; and since there is a pathway down to us, no doubt there are pathways leading farther on from star to star until we come to the very workshop of God where He fashions us, sets us on our legs and goes with us to the first road leading out of Heaven down to all the earths there are!"

But, go where we will around the earth, there is no pathway leading to another earth. Here we are, completely and finally separated by millions of miles of emptiness from any possible source of life and yet—here we are! I repeat it —and yet, here we are! Wonderful words those, "Here" meaning the magnificent cinder pile on which we move; its skies, its mountains, its seas, its rivers, its teeming life, its loveliness; "we" meaning us, vivid creative spirits, housed in flesh of course, for the touch of the rocky earth is so rough and hard; mighty creative energies, hearts pumping, lungs working, minds moving in mysterious ways; and "are" meaning "right now," "this moment"; eyes opening and seeing, ears opening and listening, fingers reaching out and touching, tongues tasting, nostrils smelling; the "we," mighty, mysterious, awe-inspiring "we," moving on the face of the "here"—a vast, mysterious, awe-inspiring "here," producing as the eye opens, the ear hears, the mind understands, the mighty, awe-inspiring "are."

Here we are! Blessed, wonderful fact!

And now, whither are we going? No road, as we have said, leads off to another star. No road? Well, none the body can travel forward on, but I suspect the spirit, since it has come here, came by some spirit highway, and that it will pass back over the same gleaming bridge to the home from which it came. While I cannot see the mighty arches of that spirit-bridge, nor visualize its far-flung cables, reaching outward until lost in a mist of star-dust, yet as I stand looking up to the mysterious stars, I am content; all in good time my feet shall go that way, and I shall not fear, though worlds thunder under me like a mad cataract, for who has builded has builded well, and His hand shall steady me when I grow dizzy, and His word shall comfort me when, as I go, the red earth sinks to the penny-roundness of a star.

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EDUCATION IN ACTION

Urges High Standards In School Sport News

A discussion of ethical standards in presenting news of athletic activities in American colleges and the means of obtaining a proper balance between all branches of sport to provide publicity "of the right sort," concluded the three-day convention of the American College Publicity Association recently at New York University. The discussion, following speeches by several sports writers, was led by Daniel Chase, executive secretary of the Sportsmanship Brotherhood, who saw as the central problem in handling athletic publicity, "a correlation and balance between news which relates primarily to the major contests and the varsity teams and the other items of interest regarding the larger part of the student body." The later group, Mr. Chase said, "which may be engaged in inter-class and intramural activities of a less sensational character, may be contributing more to the real education and training of the participants than the so-called 'big games,' on which the attention of the alumni and general public is usually centred."

Harvard Alumni to Give $5,600 to Scrubwomen

Faced by the refusal of the Harvard University administration to pay $280 back wages due to each of the twenty scrubwomen dismissed from service last fall, when the Massachusetts Minimum Wage Scale Commission directed the university to pay them a minimum wage of 37 cents an hour, prominent Harvard graduates, led by Corliss Lamont, son of Thomas W. Lamont, a partner in J. P. Morgan & Co., are undertaking to raise the money to reimburse the women. A campaign will be undertaken, unless Dr. A. Lawrence Lowell, president of Harvard, reconsiders his attitude and announces that the university will pay the sum from its own funds. The committee, of which Mr. Lamont is head, is assured of its ability to raise the $5,600 required, and is in doubt only as to whether it should raise the entire sum from among its own members, or whether, in order that the gesture of protest may achieve wider proportions, it should allow other Harvard graduates, of whom there are more than 50,000, to contribute. One point they have definitely decided, that the undergraduates at Cambridge shall have an opportunity to subscribe. A student committee is being formed.

Educators to Tour German Schools

A party of fifty American educators will leave New York on June 12 for a tour of Germany, during which they will study new trends in German education. They will be under the guidance of the Central Institute in Berlin, Dr. Thomas Alexander, head of the International Institute of Teachers' College, Columbia University, announced. Dr. Alexander will be in charge of the party, which will follow the route set by a similar group last summer. The inspection of schools will begin in Bremen on June 22, and will continue for six weeks. Other larger German cities to be visited include Hamburg, Berlin, Dresden, Weimar, Heidelberg, Weisbaden, Bonn, Dusseldorf, Essen and Munster.

Learned Societies Make 46 Grants

Award of twelve fellowships to scholars under thirty-five years old for research in the humanities, with an aggregate value of $40,000, and thirty-four grants in aid of research, with an aggregate value of $20,000, were announced by the American Council of Learned Societies. The awards are financed through a grant by the Rockefeller Foundation, having been first provided for by the Laura Spelman Rockefeller Memorial in 1926. An additional $50,000 will be added to the grant for fellowships next year, it was announced. It was also said that the success of the system of awards has led to the adoption of similar systems by the Social Science Research Council and the National Research Council. Professor Robert K. Root of Princeton is chairman of the committee which made the announcement.

Princeton to Study Religious Situation

To promote better religious understanding and collaboration among Princeton undergraduates, the cabinet of the Philadelphian Society, undergraduate religious organization at Princeton, has offered to discontinue its activities for a year, while a special group of students and faculty members study the situation, according to Rev. Robert Russell Wicks, dean of the University Chapel. The reorganization program has not yet been worked out, Dean Wicks said, but the temporary organization of students and faculty members will study the needs "in our neighborhood and beyond," and make arrangements for students to meet the conditions. "Like it or not, religion to a student is an intensely private affair," he continued, "and he hesitates to make public his inner attitudes. It is my private opinion that religious associations in college have not sufficiently recognized this normal religious reticence on the part of the majority of men. Fellowship in the more personal and intimate phase of religious experience should be kept for private, congenial groups, where sincerity can be protected from publicity."

Acts on Petition For 1,200 Schools

A credit of 30,000,000 pesos for the construction of 1,200 new schools throughout Argentina is under consideration by the Federal Government. A decision is expected soon. The credit was asked by the National Council of Education, through its president, Dr. Rodriguez Jauregui, and the original petition was presented to the government through the Ministry of Education. The petition set forth the need of improvement in the national school system, and specified that a part of the sum should be used in renovation of the existing schools, which are in need. The note set forth the shortage of such matters as instructional charts, books, and other equipment, and pointed out that many school buildings are in need of repair. Outlying districts of the nation would receive much benefit from the proposed credit, since provision is made for the establishment and maintenance of fifty "frontier" schools in remote territories in the Andes, near the Chilean border. Other territorial schools which are proposed number 200, almost all of which would be located in isolated rural districts where the children at present do not have the opportunity for even a primary education.

Finds Dynamite Stick At Lincoln University

Judge J. H. S. Morison, acting president of Lincoln Memorial University, Harrogate, Tenn., where a strike of students has been in progress, disclosed recently that a stick of dynamite, with the fuse partly burned, was found in the administration building of the school. He discounted any suggestion that it was placed there by any one intending violence. "I believe it was a bluff," he said. "I have no fear for my life." Meanwhile, nine additional students were expelled in connection with the strike, bringing the total to twenty-three.

Urges Higher Bar Standards

The legal profession contains "too many representatives who unscrupulously use all the tricks of the trade, and too many well-meaning but incompetent lawyers," the Carnegie Foundation for the Advancement of Teaching charges in its annual review of legal education in the United States and Canada. To correct the situation, the Foundation recommends that law schools and examiners of law students take "whatever steps they can to make the coming generation of lawyers competent and high-minded." The immediate problem, however, the Foundation holds, is primarily one for the higher courts and other bar admission authorities rather than for the law schools.

Offer Males Home Training

Asserting that men should be taught home economics to help them solve many of the problems with which they are confronted, the University of Porto Rico announces that two main courses are available now to groups of ten or more young men. Here is what is announced in the university bulletin: "Host's Course—one credit. One discussion hour a week. What young man has never been confronted with the problem of ordering a luncheon or dinner in a public place for one or more guests? Do you know the intricacies of the 'A la carte' and 'table d'hote' menu cards? The perfect host should be able to order with grace and efficiency. No prerequisite.. Clothing Economics—one credit. One recitation hour a week. Do you know how much money you spend for clothing? Should a man wear a Tuxedo when a girl wears an evening dress? On what basis do you select the colors for your neckties and shirts? These and many other questions will be answered in this course."

Says Our Colleges Turn Out Morons

Educational institutions of this country have produced no gentlemen deliberately, Dr. Harry W. Chase, president of the University of North Carolina and president-elect of the University of Illinois, told a large audience of educators at the University of Pennsylvania recently. Instead, the colleges and universities are sending forth hordes of morons, suffering from various degrees of arrested emotional and intellectual development, he said. This, however, has made America moron-conscious, and may result in the development of more mature persons in the future, he declared. "There is an increasing tendency to judge people in terms of whether or not they are grown up," he said. "It is a deadlier insult in America, today, to call your enemy a moron than to call him immoral. Many now find fault with movies and tabloid newspapers because they are 'childish.' Soon educators may perceive the childishness of the products of their institutions." In explanation of his statement that American educational institutions had produced no gentlemen deliberately, Dr. Chase said: "A conception of the gentleman requires a more aristocratic conception of society than we are willing to concede."

To Have Own Child School

Elizabeth Morrow's life ambition was to have her own school, where she could put her personal ideas on the education of children into practice. Now her hopes are about to be realized. This eldest daughter of Ambassador Morrow is going to take over the Vonderbeek homestead, with its spacious grounds, on Linden Avenue, Englewood, N. J. There she will open a school for girls under eight next September, it has been announced. The school will be a kindergarten, specifically preparing pupils for entrance to the Dwight School for Girls in Englewood. Miss Morrow herself received her early education in the Dwight School, and subsequently taught there three years ago.

Injury to Canada Seen In Americanized Colleges

Canadian universities have followed too closely United States models, P. E. Corbett, dean of the faculty of law of McGill University, recently declared. Speaking before the Ottawa Canadian Club in Montreal, on "Americanization," he scouted the possibility of economic and other forces driving Canada into political union with the United States. The United States has "made a religion of trade," he said, and education in that country is designed to enable students to make a success in business instead of preparing them for a rich intellectual life. Canadian colleges have followed their example, and are turning out graduates who are poorly educated, the speaker asserted. It is this glorification of trade and material progress, he said, which has caused Canada and the United States to lag behind Europe in social legislation.

Nebraska Spends 45 Cents Of Tax Dollar on Schools

Thirteen cents of every tax dollar levied in Nebraska goes to the support of the state government, and eighty-seven cents is spent locally, forty-five cents being for the support of the public schools, according to the annual report by State Tax Commissioner Harry W. Scott. Farm lands and improvements thereon constitute more than 56 per cent. of the assessed valuation in the State, if intangibles (classes A and B) are excluded, the report states.

Shortage of Funds Affecting Schools

Scores of districts in Colorado may be forced to close schools, and many counties are faced with a shortage of funds as a result of the failure of the seven railroads to pay the first half of their 1929 taxes, due March 1, 1930, the State Tax Commission has announced. Payment of the taxes has been withheld, it was stated, pending a decision of the supreme court upon an application in which the assessed valuations placed on corporate property for 1929 was attached.

University Has a Task To Find a Chancellor

Cambridge University is faced with some difficulty in the matter of choosing a chancellor in succession to the late Earl of Balfour, who was the holder of the post since 1919. In the older universities the position of chancellor has always fallen to some man of years and one long eminent in the public service. Such a man must be a graduate of the university which honors him by election to the chancellorship. At the present time, however, it so happens that most of the elders of the kingdom are Oxonians. Cambridge could hardly elevate an Oxford gradute to its chancellorship with equanimity. The suggestion is now being made that the selection might be made outside the semi-political field, and that ecclesiastics or men of science should be recognized as equally eligible with those who have served the state.

Learning to Fly Takes About 8 Weeks

The wings of a private pilot cost an average of $550 and eight and one-half weeks of time, according to a survey of approved flight instruction schools by the Department of Commerce. Tuitions for private license were found to range from $345 to $650, exclusive of board and room, and courses run from five and two-thirds weeks to two and three-fifths months, as average minimum and maximum times. For a limited commercial course the average cost was found to be $1,271, with two and four-fifths months the average minimum time, and four and three-fifths

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months the average maximum time. For the transport pilot's course the survey showed an average cost of $4,255; the average minimum time is seven months and the average maximum time is a week short of a year. None of the schools agreed to furnish employment for their graduates, and the salary a student might expect after graduation in his first job was regarded "as beyond the pale of the school's activities." The department's figures were based on returns from eighty-four per cent. of all approved schools in the country.

Library at Harvard Leads Other Colleges

The number of bound volumes comprising the libraries of the 1,076 universities, colleges, and professional schools of the country totaled 40,498,291, in 1928, the Office of Education finds, after making a statistical survey of these institutions. In 1926, it was explained, the number of books possessed totaled 37,549,463, thus indicating an increase in two years of 2,948,463 volumes, or an average increase per institution of over 2,700. The survey disclosed that the privately controlled institutions have the greatest libraries. Among the privately-controlled colleges and universities Harvard ranks first, with 2,784,000 volumes; Yale second, with 1,250,000; and Columbia third, with 1,055,000. Among the publicly controlled institutions of this character the University of California takes the lead with a library of 1,030,145 volumes.

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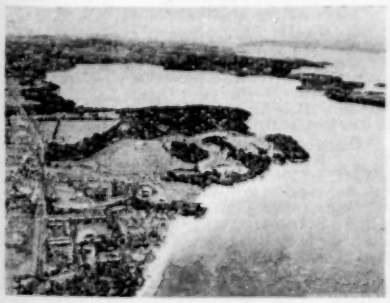

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Condemns College "Sacred Cows"

Norman Thomas, Socialist leader, objected recently to the existence of "sacred cows" in American colleges and universities. He defined "sacred cows" as things which cannot be criticised or talked about. Among them he listed athletics, the college or national administration, the R. O. T. C., and the fraternity and sorority situation. College and university problems should be the testing ground for individual beliefs, Mr. Thomas asserted. He objected to the censorship of opinion as "poor preparation for college men and women who eventually will be called upon to think clearly on matters of world affairs." Mr. Thomas predicted three trends would hold sway throughout the world within the next few generations: Fascism, increased social control by small groups, operating as a veiled dictatorship, and communism. He said these trends would so standardize the world that there would be no happiness, no opportunity to express individualism and personality and no freedom.

Chicago Bar Seeks To Oust Thompson Aide

The Chicago Bar Association has asked the State Supreme Court to disbar John J. Gorman, former Representative in Congress, who was Mayor Thompson's chief witness in the school board trial by which William McAndrew was ousted as superintendent of schools. The petition sets up that Mr. Gorman, while an assistant Corporation counsel at $10,000 a year, was assigned to the task of reading Chicago school textbooks, with an eye open for "propaganda for King George and England." Mr. Gorman then testified at the trial concerning his reported findings. After the trial was ended Professor David Muzzey, of Columbia University, author of textbooks in which Mr. Gorman said he had found pro-British propaganda, filed a libel suit for $100,000 against Mr. Gorman. The suit was dismissed when Mr. Gorman issued a formal statement declaring that he had never read the textbooks complained of and that the testimony he gave against Mr. McAndrew was really the work of another individual. The Bar Association's petition states that Mr. Gorman was asked by the grievance committee to explain this retraction, and that he had replied that the retraction itself was false and was made simply to get rid of the libel suit.

Completes High School in Year

When Joseph McCarthy, twenty-one, graduates from high school in Manawa, Wis., in June, he will have performed the unusual feat of being freshman, sophomore, junior and senior all in one year. Although Joseph entered the school only last fall as a freshman, after graduation from a rural school six years ago, he will enter college next fall with all the credits of a student who has spent four years covering the high school work. Joseph spent the six years following his graduation from grammar school working to earn enough money to go to college. "When I saw the age differences between the freshmen and myself I decided to get it over quickly," he said. At first the principal of the high school refused to let him take such subjects the first semester, feeling that the boy could not carry them successfully. By studying until nearly midnight every night, he managed to pass them all satisfactorily, and now he has to accumulate only thirteen credits in the remaining semester. In the fall he will enter either Marquette University or the University of Wisconsin to study electrical engineering.

Eastern States School Group Reorganized

The Eastern States Conference of Normal Schools and Teachers Colleges was reorganized recently into an independent organization, and its name was changed to the "Eastern States Conference of Institutions for the Professional Education of Teachers." The conference formerly was a section of the New York Society for the Experimental Study of Education. The following officers were elected: Ambrose L. Suhrie, of New York University, president; William C. Bagley, of Teachers College, vice-president; Fred M. Richmond, of Newark, N. J. State Normal School, corresponding secretary; Ned H. Dearborn, of New York University, recording secretary, and Miss Caroline McIntire, of State Teachers' College, Trenton, N. J., treasurer.

Harvard Flying Club Receives Loening Trophy

The Harvard Flying Club, which won the Loening intercollegiate flying contest in competition with clubs of six other universities, has received the Loening Intercollegiate Flying Trophy and a cash prize of $1,000 from Grover C. Loening, aeronautical engineer. Mr. Loening offered the prize more than a year ago to the flying club that showed most progress during the year 1929 and succeeded in getting the greatest number of flying hours to its credit. The Harvard Club, which has operated for many years, has twenty-two licensed pilots, and during the year its members were in the air 1,155 hours.

The BOOK TABLE

FACT AND STORY READERS. Primer by Henry Suzzallo, Teachers College, Columbia University; George E. Freeland, State Teachers College, San Jose; Ada M. Skinner, Columbus, Ohio. Illustrated by Ruth M. Hallock and others. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

An unusual combination of talent for the making of a primer and these 144 pages, and there is evidence of the brilliant success of all three in their achievement in these inspiring times.

The little people are interested in the suggestive, beautifully illustrated pictures, so that the sentences they read are interpretations of the interesting pictures.

The latest thought in reading is the creation of a genuine desire to learn something whenever they read anything, and this fascinating primer meets this latest mission of school reading ideally.

ELEMENTOS DE ESPAÑOL, an Elementary Spanish Grammar for Schools and Colleges, by Julian Moreno-Lacalle, A. M., Professor of the Spanish Language and Literature, Rutgers University and New Jersey College for Women; founder and late Dean of the Middlebury Spanish School. Revised Edition. Benjamin H. Sanborn and Company, 1930.

Through his influence in the Spanish school at Middlebury, and by the publication of the first edition of "Elementos de Espanol," and other texts, Professor Moreno-Lacalle has perhaps contributed more to the widely extended interest in Spanish than any other American. The original work, based as it was on sound psychological principles, and appealing equally to high school pupil and to college student, was unique. The revised edition, while retaining the best features of the original, contains several notable additions and modifications. For example, the reading exercises are more carefully graded and much more interesting for the student. These were written first-hand by the author in his native tongue, or were modified and adapted from clever Spanish anecdotes, and subjects dealing with the customs, history, and literature of the Spanish-speaking peoples. The book reverses the traditional order followed by most grammarians, and treats the subject matter inductively.

The revised edition appears at a most opportune moment, since today not only is the excellence of Spanish literature generally acknowledged, but our commerce with Spain and Spanish America has assumed astounding proportions. According to Dr. Julius Klein, Assistant Secretary of Commerce, this trade has now passed the two-billion-dollar mark, greater, in fact, than that of France and Germany combined.

The revised edition of Professor Moreno-Lacalle's work deserves a wide acceptance in our schools and colleges.

CHARACTER BUILDING FOR JUNIOR HIGH SCHOOLS. By Elvin H. Fishback, Anderson, Indiana. Heath Character Series. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

Character today must be positive, not negative. It is no longer possible to be good by not doing bad things. One must not only be good, but one must enjoy being good.

In former times one must be making some sacrifice in order to be good. It is a modern idea that being good is a joy. President Hoover recently said in an address on Boy Scouts that "Constructive Joy" was the aim of Boy Scouts.

Elvin H. Fishback builds up Junior High School character with these mottoes: "Have a Good Time"; "Be Socially Useful and Helpful"; "Have Pleasing Manners"; "Know the Game of Life and Play the Game"; "Have the Joy of Health."

The entire book is an inspiration to satisfaction with what one does and with the way it is done.

THE OLD-TIME COLLEGE PRESIDENT. By George P. Schmidt, Ph. D., Concordia College, Fort Wayne. New York: Columbia University Press.

This is far more than the title signifies. It is the best Source Book on the flavor of educational Americanism prior to the Civil War.

In fact it is the only book we know that tells the truth, the whole truth and nothing but the truth about good, bad and indifferent religious leaders of the first 250 years of English America.

Any public school library without "The Old-Time College President" will be as absurd as a school without a dictionary. There can be no intelligent appreciation of the spirit of America before 1920 without reading 230 pages of Dr. Schmidt's book.

In the cornerstone of Allegheny College, Pennsylvania, was a chip from Plymouth Rock, a bit of marble from Dido's temple, and a piece of plaster from the tomb of Virgil. At the first commencement the principal address by a citizen of the town was in Latin. The president responded in Latin. There was also a Hebrew oration, and the town had fewer than 700 people.

HISTORY AND ORGANIZATION OF EDUCATION IN PENNSYLVANIA. By Louise Gilchriese Walsh and Matthew John Walsh, State Teachers College, Indiana, Pa. 412 pages. Indiana, Pa.: Published by the Author.

It is cause for national gratification that the "History and Organization of Education in Pennsylvania" has given the country a complete, trustworthy and interesting account of the evolution of public and professional schools of any state in the Union.

Historically it is complete and reliable. It presents the various controversies without prejudice, and comes down to the present time, which was no easy matter.

The outstanding feature of this work is the fact that in all modern controversies the authors consider Pennsylvania affairs from the standpoint of the best in the Old World and the New. There is never any narrowness in meeting local conditions.

In the most delicate situations the authors escape serious consequences by thinking in large units, and from every standpoint it is masterful historically and attractive in literary presentation.

Books Received

"Junior American History Test." By H. J. Carman, T. N. Barrows and B. Wood. Yonkers-on-Hudson, N. Y.: World Book Company.

"Adventure Stories." By G. T. Buswell, W. H. Wheeler.—"Happy Days." By W. H. Wheeler and G. T. Buswell.—"True Stories." By G. T. Buswell and W. H. Wheeler.—"My Workbook in Phonics," Parts 1 and 2. By Marjorie Hardy. Chicago, Illinois: Wheeler Publishing Company.

"Pupil Activity English Series." By T. J. Kirby, M. F. Carpenter, T. A. Knott. New York City: Harcourt, Brace and Company.

"Character Building for Junior High School Grades." By Elvin H. Fishback. Boston, Mass.: D. C. Heath and Company.

"Modern Mathematics." By R. Schorling and J. R. Clark, Grades 7 and 8. Yonkers-on-Hudson, N. Y.: World Book Company.

"Manual for the American Handwriting Scale." By Paul V. West, Ph. D. New York City: The A. N. Palmer Company.

"Practical Chemistry." By Lyman C. Newell. Boston, Mass.: D. C. Heath and Company.

"Jingling A B C's." By Charlotte Krum. Evanston, Illinois: Row, Peterson and Company.

"Our Economic Life." By Thomas N. Carver and Gladys M. Adams. Philadelphia, Penn.: John C. Winston Company.

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GRINS BETWEEN GRINDS

Not Tired, But Coasting

Little Margaret was visiting her aunt in Irvington and was playing with a neighbor's children. One of them proposed that they do stunts and the stunt suggested was to lie on their backs and pretend to paddle a bicycle in the air. Little Margaret soon became tired.

The child who had invented the stunt looked over at Margaret and asked: "What's the matter; are you tired?"

Margaret, with a ready comeback, replied: "No, just coasting."— Indianapolis News.

Old Man Explains

An old-fashioned man not very well versed in etiquette visited his son at college one day. There he was invited to attend a formal dinner. When coffee was served, he poured the hot coffee from the cup into the saucer.

"Why do you do that, father?" asked the boy.

The old man answered:—

"You go to college and don't even know that! Why, I do it to cool the coffee."—Chicago Daily News.

The Exception

Landlady: "There is a hole burnt in this sofa cover, and I expect you to pay for it."

New Lodger: "Certainly not. I don't smoke, so you can't blame me for it."

Landlady: "What impudence! You are the first lodger for three years who has refused to pay for that hole!"—Passing Show.

Demonstration

Little Arthur (reading book): "Papa, it says here: 'The beast in man awoke.' What do they mean?"

Papa: "What do they mean? Just go over there and set down on mamma's new hat and you'll find out."—The Lamp.

Guardian

Frank: "How did Jerry get that black eye?"

Ernest: "Well, he was waiting at the stage door the other night for a chorus girl——"

Frank: "And her steady came along?"

Ernest: "No, her grandson came out and beat him up terribly."—Mutual Magazine.

A Man of Confidence

A man got into a cab at a railway station, and said: "Drive me to a haberdasher's."

"Yas, suh, yas, suh."

He whipped up his horse and drove a block, then, leaning over to address his passenger, he said: " 'Scuse me, boss, but whar d'yu say you wanter go?"

"To a haberdasher's."

"Yas, suh, yas, suh."

After another block there was the same performance.

" 'Scuse me, boss, but whar d'yu say you wanter go?"

"To a haberdasher's," was the somewhat impatient reply.

Then came the final appeal.

"Now look a-here, boss, I been drivin' in dis town twenty year, and I ain't never give nobody away yit. Now you jes' tell dis nigger whar 'tis you wanter go an' I'll get yo' into bed whar yo' kin sleep it off."

Meant It Too

Paddy had run many races but always unsuccessfully, but on this occasion he had come in first. Not waiting, however, to gain the reward of his efforts, Paddy threw his hat in the air and shouted: "Ah! Begorra I got there first at last. I've always been behind before."

And Quite As Tricky

Freddy—"What is an iceberg, Daddy?"

Daddy—"Why, it's a kind of a permanent wave, son."

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The Teacher's Commandments

Thou shalt have other interests besides thy school.

Thou shalt not try to make of the children little images, for they are a live little bunch, visiting the wriggling of their captivity upon you, their teacher, unto the last weary moment of the day; and showing interest and cooperation unto those who can give them reasonable freedom in working.

Thou shalt not scream the names of thy children in irritation, for they will not hold thee in respect if thou screamest their names in vain.

Remember the last day of the week, to keep it happy.

Humor the feelings of thy children that their good will may speak of thee in the little domain over which thou rulest.

Thou shalt not kill one breath of stirring endeavor in the heart of a little child.

Thou shalt not suffer any unkindness of speech or action to enter the door of thy room.

Thou shalt not steal for the drudgery of many "papers" the precious hours that should be given to recreation, that thy strength and happiness may appear unto all that come within thy presence.

Thou shalt not bear witness to too many "schemes of work," for much scattered effort is a weariness to the soul and a stumbling block to weary fingers.

Thou shalt not covet thy neighbor's room, nor her children, nor her manner, nor her system, nor anything that is thy neighbor's, but work out thine own salvation with fear and trembling —only don't let anyone know about the fear and trembling.

Thou shalt laugh—when it rains, and wee, woolly ones muddy the floor, when it blows and doors bang, when little angels conceal their wings and wriggle, when Tommy spills ink and Mary flops a tray of trailing letters; when visitors appear at the precise moment when all small heads have forgotten everything you thought they knew.

And again I say unto you, laugh, for upon all these commandments hang all the law and the profits in thy school room. — The Woman Teacher's Chronicle, London.

Inventors Unknown

"I should like," said that great doctor, Sir Thomas Horder, "to put up a statue to the man who made aspirin, but no one seems to know who it was."

You wake in the morning and glance at your watch, but though it is said that Peter Hele made the first pocket clock, we have no knowledge of the inventor of the watch as used today.

Next we look out of the window at the weather, but it does not occur to us that we are entirely ignorant of the identity of the inventor of that wonderful substance, glass.

We get up and shave, but do not give a thought to the fact that the man who first made a steel razor is another whose name is lost to us. Imagine, if you can, having to shave with a razor made of bronze! The Romans had to do that.

A bath without sponge and soap would be a poor business. The sponge is a natural production, but the identity of the enterprising person who first thought of using it for washing is unknown, and so is that of the inventor of soap.

Abraham Used a Collar Stud

All through the process of dressing we use articles of which the inventors are unknown. We should not get very far without a collar stud, but of this all we know is that bone collar-studs exactly resembling those used today have been found in a Sakkarahian tomb. Yet the man who made them was dust and ashes before the Patriarch Abraham was born. Nor have we any idea who first made a comb or a hairbrush or a bootlace.

With many people the last operation before going down to breakfast is to place in their mouths the dental plate which replaces lost teeth. Not long ago an ancient grave, opened near Rome, was found to contain the skeleton of a woman with a complete set of false teeth, displaying admirable workmanship, and wrought in solid gold. At a still earlier date Egyptian dentists were making false teeth.

Arrived downstairs, we eat bread, yet have no notion of the discoverer of yeast. All we know is that leavened bread was first made in India.

All Through the Day

The virtues of tea were first discovered by some long-forgotten Chinese, and it was another inventor of the same race who long ago discovered how to bake and glaze porcelain, and make the cup and saucer in which tea is served.

We have not the faintest idea as to the discoverer of sugar, and we are quite ignorant of the man who first found out how to preserve fruits and meats in airtight pots and tins.

The father of the modern process of tinning fruit was Nicholas Appert, a Frenchman, who began it in 1810, but jars of preserved fruits have been found in houses in Herculaneum and Pompeii, where they remained hidden under ashes and lava for nearly 2,000 years. Yet they were quite sound when unearthed.

The newspaper which we read at breakfast owes its existence to the inventor of printing from movable types. At school we learned that this was Johann Gutenberg, of Mainz, but the Dutch assert that the real inventor was Laurens Coster, of Haarlem. We shall probably never know the truth.

And so we may go through the whole day, making use of inventions which we owe to nameless benefactors.—Boston Globe.

Summer Credits in Bay State

In response to an active interest in courses leading to the degree of Bachelor of Science in Education (B. S. E.) among teachers in Massachusetts, the Massachusetts Department of Education, through its Division of University Extension, has planned an extensive program of summer courses. The most interesting feature of these courses is their attempt to be convenient.

There is a group of residence courses to be given at three State

Normal Schools. Teachers may spend six weeks at Hyannis on Cape Cod or at North Adams in the Berkshire Hills, or they may spend four weeks at Fitchburg, near the centre of the state, and earn from two to six semester-hours of credit toward their degrees.

Courses carrying two-point degree credit will also be given at Worcester and Springfield. These, however, are not residence courses. The Springfield course will meet twice a day, on Mondays and Thursdays only, for five weeks. By this arrangement, teachers from considerable distances may spend only a few days in the city instead of making daily trips. Since Worcester is more central, the classes there will meet daily for four weeks.

Other courses especially suitable for professional improvement, and also acceptable for degree credit at many New England colleges and the Massachusetts Normal Schools, will be given in nine Bay State cities. These courses meet only one day a week, for four weeks, but two sessions a day are planned for each. Among the subjects offered in this group are: "Modern Tendencies in Education," "Methods of Teaching Oral and Silent Reading," "Methods of Teaching Civics," "Reading for Appreciation," and "Applied Psychology for Teachers." Instructors include members of Normal School faculties and college professors.

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